

MELlichAMP ELEMENTARY

350 Murry Road
Orangeburg, South Carolina 29915

GRADES K-5 Elementary School

ENROLLMENT 290 Students

PRINCIPAL Beverly Stroman-Spires 803-534-8044

SUPERINTENDENT Mr. Melvin Smoak 803-534-5454

BOARD CHAIR Mr. Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	47	47	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

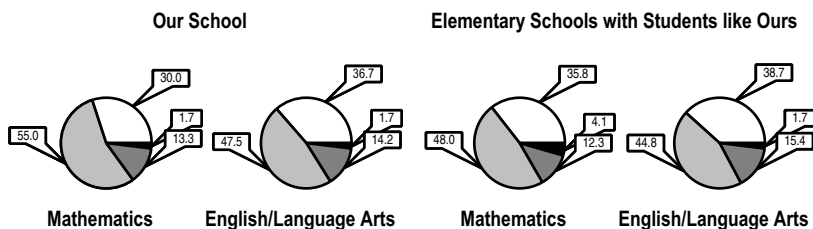
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	51	33
Percent satisfied with learning environment	87.5%	96.1%	84.8%
Percent satisfied with social and physical environment	93.8%	90.2%	75.8%
Percent satisfied with home-school relations	45.2%	100.0%	90.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	149	100.0	36.7	47.5	14.2	1.7	15.8	17.6
Gender								
Male	59	100.0	34.8	50.0	15.2	N/A	15.2	17.6
Female	90	100.0	37.8	45.9	13.5	2.7	16.2	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	147	100.0	37.3	47.5	13.6	1.7	15.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	120	100.0	27.1	53.1	17.7	2.1	19.8	17.6
Disabled	29	100.0	75.0	25.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	149	100.0	36.7	47.5	14.2	1.7	15.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	149	100.0	36.7	47.5	14.2	1.7	15.8	17.6
Socio-Economic Status								
Subsidized meals	135	100.0	37.0	45.4	15.7	1.9	17.6	17.6
Full-pay meals	14	100.0	33.3	66.7	N/A	N/A	N/A	17.6

Mathematics								
All students	149	100.0	30.0	55.0	13.3	1.7	15.0	15.5
Gender								
Male	59	100.0	30.4	56.5	10.9	2.2	13.0	15.5
Female	90	100.0	29.7	54.1	14.9	1.4	16.2	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	147	100.0	30.5	55.1	13.6	0.8	14.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	120	100.0	27.1	55.2	15.6	2.1	17.7	15.5
Disabled	29	100.0	41.7	54.2	4.2	N/A	4.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	149	100.0	30.0	55.0	13.3	1.7	15.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	149	100.0	30.0	55.0	13.3	1.7	15.0	15.5
Socio-Economic Status								
Subsidized meals	135	100.0	25.9	57.4	14.8	1.9	16.7	15.5
Full-pay meals	14	100.0	66.7	33.3	N/A	N/A	N/A	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	41	N/A	17.5	45.0	37.5	N/A	37.5
	Grade 4	66	N/A	44.3	50.8	4.9	N/A	4.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	40	100.0	20.0	43.3	33.3	3.3	36.7
	Grade 4	51	100.0	24.4	56.1	17.1	2.4	19.5
	Grade 5	58	100.0	57.1	42.9	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	41	N/A	32.5	25.0	25.0	17.5	42.5
	Grade 4	66	N/A	57.4	36.1	4.9	1.6	6.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	40	100.0	16.7	50.0	30.0	3.3	33.3
	Grade 4	51	100.0	26.8	63.4	9.8	N/A	9.8
	Grade 5	58	100.0	40.8	51.0	6.1	2.0	8.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 290)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	96.6%	Down from 97.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.4%	Down from 3.5%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.3%	Up from 5.4%	8.3%	8.0%
Older than usual for grade	5.5%	Up from 2.4%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	53.1%	Down from 63.0%	46.9%	50.0%
Continuing contract teachers	65.6%	Down from 81.5%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.3%	Down from 84.0%	80.0%	86.2%
Teacher attendance rate	96.1%	Up from 94.7%	95.1%	95.3%
Average teacher salary	\$39,709	Down 7.2%	\$38,381	\$39,909
Prof. development days/teacher	15.0 days	Up from 10.0 days	13.0 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio	8.2 to 1	Down from 12.5 to 1	17.1 to 1	18.9 to 1
Prime instructional time	90.9%	Up from 89.6%	88.6%	89.7%
Dollars spent per pupil*	\$9,716	Up 14.1%	\$6,797	\$5,892
Percent spent on teacher salaries*	67.8%	Up from 67.5%	63.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.9%	Up from 97.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mellichamp Elementary School, a School-Wide Title I school, serves 391 students in pre-kindergarten through fifth grades with 99 percent minority children and 93 percent receiving free/reduced-price lunches. Our school houses six of the district's self-contained classes for children with disabilities.

The mission of Mellichamp Elementary School is to develop confident, successful learners in a nurturing, creative, and cooperative environment where diversity is celebrated.

Our School Renewal Plan is updated annually and continues to concentrate on literacy and math through standards-based instruction. Staff development for teachers and administrators includes early literacy strategies, writing workshops, Reading Recovery, alternative and rubric assessments, Reading Renaissance, Math Renaissance, NCS Mentor, Standards in Practice, FOSS science training, and Activities in Math and Science (AIMS).

Our students continue to make progress as documented by the Palmetto Achievement Challenge Test (PACT). For students who scored below basic on PACT, tutoring and summer school are provided. Third and fourth graders, identified as academically talented, are served one day per week using a pullout model. Academically talented fifth graders are transported daily to a magnet program.

Through the Orangeburg County Character Education Initiative, school to work, family literacy, and service learning, our students are given opportunities to extend themselves beyond the academia.

In 2003, Mellichamp Elementary School received a five-year South Carolina School Improvement Grant. Its purpose is aimed at systemic school reform by developing, implementing, evaluating, and refining the educational model that will result in improved educational outcomes for all students at our school.

Beverly Stroman-Spires, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.